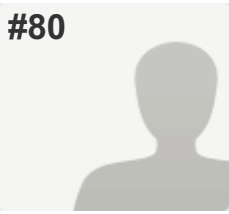


#80

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, June 22, 2016 12:58:43 PM**Last Modified:** Wednesday, June 29, 2016 11:24:38 AM**Time Spent:** Over a day**IP Address:** 207.28.159.13

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Q1: Name of School District:	Mt. Pleasant CSD
Q2: Name of Superintendent	John Roederer
Q3: Person Completing this Report	Pat Shier

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Q4: 1a. Local TLC Goal

Attract the most able and promising new teachers in the country by offering a competitive salary and a supportive learning environment for ALL teachers to learn and be part of a learning system. Retain the finest teachers by providing them the opportunity to grow professionally in a conducive learning environment that demands learning growth for students, teachers, support staff, school board members and administrators.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Retention of teaching staff has increased from 91.6% in 2014-15 to 93.6% in 2015-16. At the end of this school year 11 teaching staff members chose to leave the district. Of those, 4 were retirees and one moved on to become the DoE's Mathematics Consultant. Also 17 of 18 first and second year teachers chose to stay in the district.

Q7: 2a. Local TLC Goal

Create a learning network that promotes collaboration of teachers through district data teams, learning networks with AEA schools and educators across the state/country. Create an environment of trust and collaboration for teachers, administrators, parents, students and school board members.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Both grade level (elementary) and content area (secondary) data teams spent an average of 180 minutes a month collaborating on the following four questions:

- *What do we want all students to know and be able to do?
- *Which strategies will have the greatest impact on student learning?
- *How do we know students have learned?
- *What do we do when students have not yet learned it?

As a result of this year's Data Team Evaluation process, 87.5% of teams agree that they have defined essential learning outcomes, that 97% are learning and discussing changes to instructional practices, that 84% analyze student data to determine individual strengths and weaknesses and that 75% are responding with evidence-based interventions and enrichments.

Additionally, the district's instructional coaches report that during 2015-16 they spent a total of 39,325 minutes collaborating with teachers in various activities including goal setting and planning, classroom observation, co-teaching and analyzing student work. Because of their work with teachers, 80% of those responding to the 360 Coaching Survey indicated that this collaboration creates and maintains collaborative partnerships to support teacher growth.

Q10: 3a. Local TLC Goal

Provide financial incentives and career opportunities for educators through a pay for performance incentive and educational attainment.

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

By using TLC funds to support distributed leadership within the district the numbers of returning teacher leaders remains high. This is evidenced by the following:

Instructional Coaches - four of six are returning for the 2016-17 school year. Of the two not returning one is now the DOE Mathematics consultant and the other has become the principal of the district's middle school.

Data Team Leaders - 20 of 26 data team leaders will return in this role for next year.

Mentors - 14 of 16 mentors will return to the district for 2016-17. Of the two that will not, one choose to retire.

Due to this retention rate the district has been able to maintain the goal of having at 25% of its teaching workforce involved in teacher leadership roles. Also, we are proposing to increase this percentage by adding Building Core Teams to the district TLC grant for 2016-17. This would add 4-5 additional teachers per building to leadership roles, increasing the district percentage to over 40%.

Q13: 4a. Local TLC Goal

Create effective instructional practices and improve student achievement.

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

This year's K-5 FAST CBM-R results indicated a slight drop in the overall proficiency from 71% in 2014-15 to 68% this year. The critical third grade results remained within a half of percent, from 65 to 64.5 percent proficient.

The district's 5-year Iowa Assessment reading percent proficient trend showed that the elementary trend has been increasing by .95% proficient per year over the last 5 years, at middle school the 5-year trend is increasing by 3.35% proficient a year, and at high school the trend is a 1.50% proficient increase a year over the last five years. While these trends are promising the expected growth across the entire district in reading was only 42.5% and the percent college and career ready was only 38%. Even though when compared to a district growth rate of 54% as measured by MAP, the trend looks somewhat better, both of these areas will receive much more data team focus during the 2016-17 school year.

Also receiving additional focus for next year will be mathematics. Iowa Assessment five-year trends indicated that per year proficiency had not changed at the high school but at the middle school it was declining by .71% per year and at elementary buildings the decline was .07 per year. Also only 45.25% made expected growth and 40% were indicated as college and career ready. Both these indicators have been declining for the last three years. MAP scores also show declines in students making expected growth in all buildings. Although the trends don't show large declines over the last five years, the fact that the percent proficient across the district five years ago was only 78.5% warrants increased attention to not only achievement levels but instructional practice as well.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Improve teacher job satisfaction.

Q17: 5b. To what extent has this goal been met?

(no label)

Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Retention number/percentages (see 1c. and 3c.) for both teaching workforce and teachers in leadership roles would seem to indicate a high level of satisfaction with their jobs and roles. Additional measures will/are be developed during the coming year to correspond with the SIAC 2016-17 goal focus on exit and "stay"(job satisfaction) interviews with employees.

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Even with the existing data teams (grade level & content area) a need still exists for building level vertical teams to focus on the ongoing performance of students and effectiveness of instructional practice across all grades and content areas within a building. These teams would constantly examine the performance of all students (by grade, subject, course) in the building to assess the overall effectiveness of the building's Iowa Core Plan and the strategies/practices that everyone is learning to use (identified in grade level or content data teams) and any other interventions used by the building (PBIS, MTSS, etc.).

These teams would consist of 4-6 members, including:

- *The principal
- *Grade level or department representatives
- *Special Ed, ELL, or other support staff member(s)

They would also meet on a monthly basis, before and/or after the school day, 90-120 minutes per month with the following responsibilities:

- *Based on building data, develop a Building Core Plan (BCP) that focuses on a limited number of strategies aligned with the district's vision of "having solid, effective Tier I core curriculum and instruction that helps students be prepared for college/career and citizenship."
- *Determine SMART goal(s) for the BCP and identify specific instructional strategies/practices to be implemented.
- *Monitor the implementation of BCP and the impact of the identified instructional strategies/practices on student learning.
- *Actively solicit data from various building teams (MTSS, PBIS, Literacy, etc.), in order to examine/review data on student learning and instructional strategies being used within the building.
- *Monitor/evaluate the achievement of the BCP's SMART goal(s) on a semester basis.
- *Make adjustments during the year in the BCP based on SMART goal(s) data.
- *Provide building staff with periodic progress reports on the implementation of the BCP.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

During the past school year the instructional coaches have worked with the data teams to put their existing curriculum into the district's instructional management system, Canvas. This is the first time that their curriculum was stored a location that is accessible to all teachers no matter grade level or content area, greatly increasing the potential for vertical and horizontal articulation. The coaches are now assisting data teams in adding instructional resources to their units within Canvas. This entire process has created a closer working relationships between the coaches and classroom teachers.

Additionally, the secondary English/language arts coach, who had worked very closely with middle school staff, was selected to become the next middle school principal beginning the 2016-17 school year. The input received from staff members during the selection process greatly influenced his selection. Also the secondary mathematics coach was selected mid-year to become the DoE's mathematics consultant. Both of these situations illustrates how the TLC program has created strong leaders that were recognized as such by their peers and the state of Iowa.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.